Summer 1, Week 2

Year 1

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| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9-10 | Maths-Recap o’clock using activities on Espresso. Create a clock using a4 paper.  | Maths- Introduce how to read half past on a clock.Access activities on Espresso. | Maths-Introduce how to read quarter past on a clock. Can you challenge yourselves to read quarter to on a clock?Access activities on Espresso. | Maths-Look at the days of the week song on You Tube. Can you write down the days of the week on 7 bits of paper? Put them in order and take 1 away. As a grown-up or sibling to guess which one is missing. Repeat this with other days of the week and swap turns (Kim’s game).<https://www.youtube.com/watch?v=HtQcnZ2JWsY> | Maths- Look at the months of the year song on You Tube. Can you write down the months of the year on 12 bits of paper? Put them in order and take 1 away. As a grown-up or sibling to guess which one is missing. Repeat this with other days of the week and swap turns (Kim’s game).<https://www.youtube.com/watch?v=5enDRrWyXaw> |
| 10-10.30 | Break and Snack | Break and Snack | Break and Snack | Break and Snack | Break and Snack |
| 10.30-11 | Phonics-ph2,3,5 phonics play or sound mats | Phonics-ph2,3,5 phonics play or sound mats | Phonics-ph2,3,5 phonics play or sound mats | Phonics-ph2,3,5 phonics play or sound mats | Phonics-ph2,3,5 phonics play or sound mats |
| 11-11.45 | English-Read/watch the story of ‘Where the Forest Meets the Sea’. <https://www.youtube.com/watch?v=2ZR1pN8MGAo>draw a picture of your favourite part of the story and add a caption explaining what is happening and why you liked it. Use ‘because’ to join ideas. | English- Re read/watch the story. Create questions about the story to ask a grown-up/sibling, like you would do for reader leader. Remember to use a question mark at the end of your questions. | English- Re read/watch the story. Create a story map to retell the story in sequence, adding captions and labels to support your story telling. | English-Handwriting-Practise writing all your letters and numbers accurately. | English- Recreate a story map. This time change parts of the story to make it personal to you. You could change the ending of the story or one of the characters.Only change 1 or 2 things. |
| 11.45-12 | Story Time | Story Time | Story Time | Story Time | Story Time |
| 12-1 | Lunch and play | Lunch and play | Lunch and play | Lunch and play | Lunch and play |
| 1-1.30 | Phonics-ph2,3,5 phonics play or sound mats | Phonics-ph2,3,5 phonics play or sound mats | Phonics-ph2,3,5 phonics play or sound mats | Phonics-ph2,3,5 phonics play or sound mats | Phonics-ph2,3,5 phonics play or sound mats |
| 1.30-2.30 | Art: Introduce Henri Rousseau by sharing a selection of his pictures on Google. Discuss his work and how they feel about it. Look at [www.nga.gov/kids/zone/jungle.htm](http://www.nga.gov/kids/zone/jungle.htm)Create your own Rousseau pics using the program.  | PE: use one of the online resources or challenge yourself to be active for 1 hour. | Geography: Intro: Show chn the front cover of Where the Forest Meets the Sea by Jeannie Baker. Explain that it concerns a boat trip to a place that can only be reached by boat. Read the book slowly, answering questions and explaining things as you go, e.g. explain what a ‘reef’ is, (e.g. Great Barrier Reef). Coral reefs are colonies of tiny living creatures. They live and grow in warm tropical seas. It is very important for lots and lots of sea-creatures who have their homes there. Discuss the creatures mentioned – cockatoos, crocodiles, kangaroos. Where does this suggest the rainforest being described is? Australia. Point out the hidden parts of the pictures (aboriginal children) and those that suggest the forest is pre-historic (dinosaurs). Look at the last page and talk about what it is telling us. What may happen to this special place? Talk about why it matters that we should not build hotels and houses in some of these special places in the world. Discuss what we can do to stop this! | PE: use one of the online resources or challenge yourself to be active for 1 hour. | History: Sir Francis Drake. Look again at his biography. Look at [www.goldenhind.co.uk](http://www.goldenhind.co.uk) focus on the route Sir Francis took on his route around the globe. Discuss the things they think he saw and the countries he visited. Ch mark the route on their own version of the map. |
| 2.30-3 | Quiet time/reading | Quiet time/reading | Quiet time/reading | Quiet time/reading | Quiet time/reading |